# Tutor Lesson Planning Template

**Purpose:** To create strong tutoring lessons for students, tutors must have a clear understanding of the content, skills, and standards being addressed in core instruction as well as individual student needs and any considerations for tutoring sessions. This document can be used weekly and provides questions to guide the conversation with the classroom teacher about core instruction and a tutoring lesson planning template. The lesson planning template can be copied and used for the number of lessons provided over the course of a week.

| Students | | Tutor | |
|---|---|---|---|
| Grade | | Tutor Session Days | |
| Subject | | Tutor Session Times | |

| Lesson preplanning: Guiding questions for core collaboration with classroom teacher |
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| What grade-level content, standards, and skills are students learning in core instruction this week? What are the focus standards? What texts are students reading? Based on assessment data, what specific instructional gaps does each student have that needs to be addressed during tutoring in order to be successful accessing grade-level standards currently being addressed in core instruction? What do students need to be able to do as a result of the lesson(s)? Are there additional tutor session supports needed based on individual student needs? |

| Tutoring Session Lesson Plan | |
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| **Materials**<br>(What materials will be used for today's lesson?) | |
| **Session Opening and Warm-up Activities**<br>(greeting, relationship building) | |
| **Connections to Previous Learnings**<br>("Yesterday you did ____ in order to learn ____). | |
| **Lesson Objective**<br>("Today we will ____ in order to learn ____. This connects to ____ that you are learning today in ELA/Math). | |
| **Explicit Instruction**<br>(direct, explicit instruction with modeling and student engagement opportunities) | |
| **Independent Practice/Checks for Understanding**<br>(What are opportunities for student practice and feedback? Is formal progress monitoring needed today?) | |

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|---|---|
| **Connection to Grade-Level Content** (connections to core instruction or foundational skills) | |
| **Individual Student Supports** (individual supports that each student needs to be successful) | |